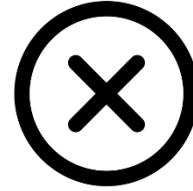
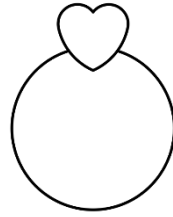


An Inspector Calls- Timeline



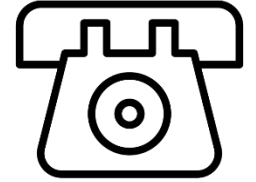
Act 1

- April 1912: The **Birlings** are celebrating **Sheila** and **Gerald's** engagement
- Birling lectures his son and Gerald about life; 'responsibility and all that nonsense', 'all mixed up like bees in a hive'
- **Edna** announces the arrival of **The Inspector**, who graphically describes the death – through suicide – of Eva Smith
- Birling is shown a photograph of Eva, and initially denies remembering her, but reveals that he sacked her for organising a strike about pay
- Sheila is distraught and recalls having Eva sacked- it's the only time I've ever done anything like that, and I'll never, never do it again to anybody'
- Inspector reveals that Eva changes her name to **Daisy Renton**
- Gerald's reaction gives away that he knew her



Act 2

- **Gerald** explains to the Inspector about his affair
- **Sheila** gives her engagement ring back to Gerald
- The Inspector asks Mrs Birling about her knowledge of **Eva/Daisy**
- **Mrs Birling** – the chair of a charity committee - admits that she turned Eva/Daisy down for money because she had called herself Mrs Birling- 'she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position'
- **The Inspector** retorts: 'I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it'
- Mrs Birling boldly states that the father should be made aware and should accept his responsibility



Act 3

- **Eric** is revealed as the father; he admits to stealing money to provide money for Eva
- He admits to forcing himself into Eva's lodgings
- **The Inspector** delivers his final speech and leaves; 'but each of you helped to kill her. Remember that' ... 'there are millions and millions and millions of
- Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined with our lives,
- **Gerald** returns and explains his suspicions about The Inspector- a phone call to the police station confirms that he is correct, and a phone call the infirmary confirms that no suicide has taken place
- Mr and Mrs Birling goad the younger generation (**Eric and Sheila**) and are callous and cruel about the situation, but Sheila and Eric lament that they haven't learned anything
- The phone rings, Birling answers, and reveals that a girl has died on her way to the infirmary, and an inspector is coming to question them

<u>Journey of knowledge: An Inspector Calls written by J.B.Prestley</u>	
<u>Keyword</u>	<u>Definition</u>
3 unities	Unity of time, unity of place, unity of action.
Capitalism	When you believe the society and the economy should be privately owned to work to the benefit of the individual.
Socialism	The goal of socialism is to spread wealth more evenly and to treat all people fairly.
Patriarchy	A society where men are the ones in control.
Dramatic irony	When the audience knows more than the character.
Proleptic irony	When the character says something that later turns out to be wrong.
Classist	Treating people differently based on their class.
Social responsibility	An ethical theory in which individuals are accountable for fulfilling their civic duty, and the actions of an individual must benefit the whole of society.
Stage directions	An instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.
Moral conscience	A commitment to morality itself; to acting and choosing morally according to the best of one's ability.
Omniscient	All knowing.
Imperious	Arrogant and domineering.
Prejudiced	Preconceived opinion that is not based on reason or actual experience
Hierarchy	Ranking of society.
Guilt	The fact of having committed a specified or implied offence or crime.
Metamorphosise	Change
Aristocrat	The highest class of society
Proletariat	Working Class
Strike action	Strike action, also called labour strike, labour strike, or simply strike, is a work stoppage caused by the mass refusal of employees to work.

<u>Core Knowledge</u>	
<ol style="list-style-type: none"> What is the plot of the play? Why has Priestley written the play? What’s the significance of each character? What’s the significance of the interview order? How does Sheila metamorphosise? Who is the Inspector? What is his purpose? What is the message Priestley is trying to teach his audience? What are the key themes of the play? How does each character explore/represent each theme? How does context influence the play? How is the structure of the play important? What is the significance of the generational divide? How has Priestley used stage directions to present his characters? How are capitalist ideologies challenged in the play? How are socialist ideologies promoted within the play? 	
<u>Exam Link</u>	<u>Assessment Objectives</u>
English Literature Paper 2 Section A 35 mark + 5 mark SPAG essay	AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse information

<u>Disciplinary knowledge</u>
<ul style="list-style-type: none"> Analysing language for deeper meaning Analysing techniques used by the playwright to achieve a specific effect Authorial method Constructing an essay response/argument Thesis statement 40 mark whole play question What/How/Why paragraphs Zooming in on a word for deeper meaning Developing coherency and fluence in writing Including consideration of the political, historical, societal and contextual influences that inspired the play

<u>Characters</u>	<u>Themes</u>	<u>Context</u>	<u>Reading is Power</u>
Mr Birling Mrs Birling Edna Gerald Eric Sheila The Inspector Eva Smith/Daisy Renton	<ul style="list-style-type: none"> Gender Class Family Social responsibility Guilt 	1912 Pre war setting 1946 Post war ending Victorian society Edwardian society World War One and Two General Strike	Critical reading/responses Academic reading Reviews Contextual reading

Macbeth- Timeline



Act 1

- **Three witches** meet- plan to meet **Macbeth**: “Fair is foul, and foul is fair” (1.1)
- **Thane of Cawdor** executed (1.2)
- **Macbeth** and **Banquo** meet witches- “So foul and fair a day I have not seen” (1.3) Macbeth “Stars hide your fires, let not light see my black and deep desires” (1.4) Macbeth
- **Duncan** plans to visit Macbeth (1.4)
- **Lady Macbeth** reads Macbeth’s letter about the witches (1.5)
- Duncan arrives at Macbeth’s castle is greeted by Lady Macbeth (1.6)
- Macbeth hesitant about the regicide but is convinced/manipulated by Lady Macbeth (1.7)



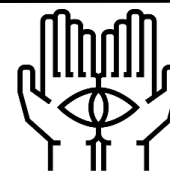
Act 2

- **Macbeth** has doubts about regicide (2.1)
- **Macbeth** hallucinates dagger (2.1)
- **Lady Macbeth** frames the guards- “Will all great Neptune’s ocean wash this blood clean from my hand?” (Macbeth), “Wake Duncan with thy knocking, I would thou couldst.” (2.2)
- Macduff finds Duncan’s dead body – “O horror, horror, horror!” (2.3)
- **Macbeth** kills the guards (2.3)
- **Malcolm** and **Donalbain** flee – “there’s daggers in men’s smiles” (2.3)
- Macbeth crowned King offstage – Macduff refuses to go to “Scone” to see this (2.4)



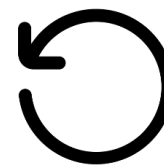
Act 3

- **Banquo** suspects **Macbeth**: “Thou has it all now, King, Cawdor, Glamis, all, as the weird sisters promised, and I fear though play’st most foully for’t.” (3.1)
- **Macbeth** hires murderers to kill Banquo and Fleance “To be thus is nothing, but to be safely thus. Our fears in Banquo stick deep” (3.1)
- Macbeth becomes the dominant one in his marriage and tells Lady Macbeth the plan – “be innocent of the knowledge dearest chuck”/“O full of scorpions is my mind dear wife” (3.2)
- Murderers kill Banquo – Fleance escapes “O, treachery! Fly good Fleance” (3.3)
- **Banquo’s ghost** appears at the feast (3.4)
- **Macduff** doesn’t attend the banquet as he is suspicious of **Macbeth** (3.4)
- The witches gather with Heccat (3.5)
- Lennox deeply suspicious about Duncan and Banquo’s murders (3.6)



Act 4

- **Macbeth** revisits the witches (4.1)
- **Three prophecies**- none born of woman/Birnam Wood/Beware Macduff (4.1)
- Lady Macduff and son are murdered by Macbeth’s orders (4.2)
- **Macduff** begs **Malcolm** to return and claim the throne (4.3)
- Macduff finds out his family has been murdered – “I must feel it as a man” (4.3)
- **Malcolm** agrees to war against Macbeth (4.3)



Act 5

- **Lady Macbeth** sleepwalks and kills herself- unable to wash her hands; “All the perfumes of Arabia will not sweeten this little hand” (5.1)
- The thanes discuss how the English forces are approaching, led by Malcolm, Siward and Macduff. (5.2)
- Macbeth strides into the hall of Dunsinane with the doctor and his attendants, boasting proudly that he has nothing to fear from the English army or from Malcolm (5.3)
- The rebel Scottish forces have joined Malcolm’s army at Birnam Wood. Malcolm orders each soldier to cut down and carry a bough from the Wood so as to conceal their numbers from Macbeth. (5.4)
- Macbeth is confident that he can withstand any siege from Malcolm’s forces and finds out Lady Macbeth is dead (5.5)
- Malcolm and Siward and Macduff lead their army towards Macbeth’s castle
- Macbeth kills young Siward (5.7)
- **Macbeth** feels untouchable as war approaches; “I bear a charmed life which must not yield to one of woman born” (5.8)
- **Macbeth** confronts **Macduff**- Macduff reveals about Caesarian section (5.8)
- Macbeth is slain by Macduff and his body dragged offstage (5.8)
- **Malcolm** is crowned king (5.9)

Journey of knowledge: Macbeth written by Shakespeare

Keyword	Definition
Regicide	To kill a monarch
Duplicitous	To behave deceitfully – two faced
Divine right of kings	God given right to rule.
Sacrilegious	Going against God.
Tragic hero	A man of high status who makes an error in judgment that inevitably leads to his/her own destruction.
Soliloquy	An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Monologue	A long speech by one actor in a play or film, or as part of a theatrical or broadcast programme.
Duologue	A play or part of a play with speaking roles for only two actors.
Valiant	Brave.
Ambition	A strong desire to do or achieve something.
Hamartia	An error in judgement.
Hubris	Excessive pride.
Stage directions	An instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.
Fate	The development of events outside a person's control, regarded as predetermined by a supernatural power.
Tyranny	Cruel and oppressive government or rule.
Masculinity	Stereotypical traits associated with being a man.
Femininity	Stereotypical traits associated with being a woman.
Catharsis	The process of releasing, and thereby providing relief from, strong or repressed emotions.
Foil	Opposite.
Prophecy	Prediction.

<u>Exam Link</u>	<u>Assessment Objectives</u>	<u>Context</u>	<u>Reading is Power</u>	<u>Characters</u>	<u>Themes</u>
English Literature Paper 1 Section A 15 mark – extract question 25 mark – whole play question	AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse information	<ul style="list-style-type: none">• Jacobean England• Medieval Scotland• History of witches• Christianity• Shakespeare's life	<ul style="list-style-type: none">• Context• Academic reading• British library articles	King Duncan Macbeth Lady Macbeth Macduff Banquo Fleance Lady Macduff Malcom Donalbain Ross The Captain The Witches	<ul style="list-style-type: none">• Christianity• Guilt• Sin• Family• Supernatural• Evil• Gender• Power• Ambition• Loyalty• Superstition

Core Knowledge

1. Who is Macbeth?
2. What is the plot of the play?
3. Who are all the characters and why are they important?
4. How is Macbeth a tragic hero?
5. What is an Aristotelian tragedy?
6. How does Macbeth fulfil the role of a tragic hero?
7. Who are the weird sisters ? How are they a driving force for evil in the play?
8. How is Macbeth presented as heroic at the start of the play?
9. How does Lady Macbeth break expectations of gender?
10. Why is the murder of Duncan sinful?
11. How is the relationship between Macbeth and Lady Macbeth presented at various moments within the play?
12. Who is Macduff? How is Macduff a foil to Macbeth?
13. How does Shakespeare present masculinity within the play?
14. How does Lady Macbeth's character develop throughout the play?
15. How does Macbeth's character develop throughout the play?
16. How is the theme of evil important to the play as a whole?
17. How is the 'natural order' restored in the play?
18. What are Shakespeare's key messages through the play?

Disciplinary knowledge

- Ability to analyse the language of an extract
- Analyse presentation of themes and characters
- Focus on the authorial method
- Proof reading
- Analysing language for deeper meaning
- Analysing techniques used by the playwright to achieve a specific effect
- Authorial method
- Constructing an essay response for whole play question using knowledge of the whole play
- Constructing a response to extract question
- Thesis statement for 15 mark extract and 25 mark whole play question
- What/How/Why paragraphs
- Zooming in on a word for deeper meaning
- Using understanding of gender norms/medieval Scotland/Jacobean society to inform analysis
- Developing coherency and fluence in writing

Journey of knowledge: Anthology Poetry – Other

Poem	Poet	Context	Themes	Key quotations
Living Space	Imtiaz Dharker	Slum life poverty Inequality Imitaz personal life	Power Oppression Poverty inequality	“nothing is flat or parallel” “dared to place these eggs in a wire basket” “dark edge of a slanted universe”
As Imperceptibly As Grief	Emily Dickinson	Personal life	Nature Love Relationships	“the summer lapsed away” “the dusk drew earlier in” “summer made her light escape / into the beautiful”
Cozy Apologia	Rita Dove	Inspiration for poem Hurricane Floyd	Love Time Nature	“I could pick anything and think of you – this lamp, the wind...” “sure as shooting arrows to the heart...there you’ll be to set me free” “when has the ordinary ever been news?”
Valentine	Carol Ann Duffy	Inspiration for poem Personal life	Love Time Relationship	“not a red rose...I give you an onion.” “It will blind you with tears like a lover” “its scent will cling to your fingers / cling to your knife”
Death Of A Naturalist	Seamus Heaney	Political influences Personal life	Nature Pastoral Power	“the warm, thick slobber of frogspawn that grew like clotted water” “angry frogs invaded...slap and plop were obscene threats” “great slime kings....I knew if I dipped my hand the spawn would clutch it”
Hawk Roosting	Ted Hughes	Personal life	Power Nature	“my hooked head and hooked feet” “the airs buoyancy and the sun’s rays are of advantage to me” “my manners are tearing off heads...I am going to keep things this way”
Afternoons	Phillip Larkin	Contextual information about time of writing Personal life	Relationships Marriage Gender	“summer is fading” “young mothers... setting their children free” “something is pushing them to the side of their own lives”

Reading is Power
<ul style="list-style-type: none">Contextual information regarding each poemBiographical information regarding each poetBritish library articlesAcademic reading

Exam Link	Assessment Objectives
English Literature Paper 1 Section B 15 mark – 1 poem 25 mark – 2 poems	AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse information AO3: Understanding context

Core Knowledge
<ol style="list-style-type: none">Who wrote each poem?What is the context for each poet/poem?How to analyse the language of each poem?How to write a single poetry analysis response?How to write a comparative poetry analysis response?How to use context to support analysis?What are the key quotes for each poem?What are the key themes of each poem?How to compare and contrast the poems with each other based on key themes?How to complete a 15 mark single poem analysis?How to complete a 25 marker comparative poetry response?How to write a thesis statement for a single poem analysis?How to write a thesis statement for a dual poem analysis?What are the steps to analysing poetry?

Disciplinary knowledge
<ul style="list-style-type: none">Understanding how to plan a response to a single poem essayUnderstanding how to write a 15 marker under timed conditions.Understanding how to plan a response to a comparative poem essay.Understanding how to write a 25 marker under timed conditions

Keyword	Definition
Poverty	The state of being extremely poor.
Zoomorphism	A literary device that refers to giving animal features and qualities to humans, gods, spirits, and inanimate objects.
Slum	A squalid and overcrowded urban street or district inhabited by very poor people
Hierarchy	Ranking of society
Class	Position in society
Inequality	Lack of equality
Nature	The physical world
Nihilist	A person who believes that life is meaningless and rejects all religious and moral principles

Journey of knowledge: Anthology Poetry – Romantic					Core Knowledge																							
Poem	Poet	Context	Themes	Key quotations	<div><div>1. Who wrote each poem?</div><div>2. What is the context for each poet/poem?</div><div>3. How to analyse the language of each poem?</div><div>4. How to write a single poetry analysis response?</div><div>5. How to write a comparative poetry analysis response?</div><div>6. How to use context to support analysis?</div><div>7. What are the key quotes for each poem?</div><div>8. What are the key themes of each poem?</div><div>9. How to compare and contrast the poems with each other based on key themes?</div><div>10. How to complete a 15 mark single poem analysis?</div><div>11. How to complete a 25 marker comparative poetry response?</div><div>12. How to write a thesis statement for a single poem analysis?</div><div>13. How to write a thesis statement for a dual poem analysis?</div><div>14. What are the steps to analysing poetry?</div></div>																							
The Schoolboy	William Blake	Criticises strict schooling and celebrates nature and freedom. Written in the 18th century, it reflects Blake’s belief that children learn best through joy, not control.	Freedom vs. restriction/Nature and innocence/Critique of strict education/Loss of childhood joy	<div><div>1. “How can the bird that is born for joy / Sit in a cage and sing?”</div><div>2. “But to go to school in a summer morn”</div><div>3. “Sweet is the voice of the turtle / But sweeter far will I sing”</div></div>																								
I Wandere d Lonely as a Cloud	William Words worth	Written in the Romantic era, Wordsworth’s poem celebrates nature’s beauty and how it brings joy and comfort through memory.	Nature’s beauty and power/Solitude and reflection/Memory and imagination/Joy and inspiration	<div><div>1. “I wandered lonely as a cloud”</div><div>2. “A host, of golden daffodils; / Beside the lake, beneath the trees”</div><div>3. “They flash upon that inward eye / Which is the bliss of solitude”</div></div>																								
Sonnet 29	Elizabet h Barrett Browning	Written in the Victorian era, the poem shows how love transforms sadness into happiness and hope.	Love and joy/Despair and hope/Self-worth and transformation	<div><div>1. “I think of thee!—my thoughts do twine and bud”</div><div>2. “Renew thy presence; as a strong tree should”</div><div>3. “With my thoughts do twine and bud / About thee, as wild vines, about a tree”</div></div>																								
Cousin Kate	Christin a Rossetti	Written in the Victorian era, Cousin Kate explores themes of love, betrayal, and social inequality, reflecting Rossetti’s interest in women’s experiences.	Love and betrayal/Social class and inequality/Female identity and power	<div><div>1. “Yet now I’m dead, dead, dead”</div><div>2. “My heart is like a singing bird”</div><div>3. “Who wins, who loses, who shall say?”</div></div>	<div><div>Disciplinary knowledge</div><div><div>• Understanding how to plan a response to a single poem essay</div><div>• Understanding how to write a 15 marker under timed conditions.</div><div>• Understanding how to plan a response to a comparative poem essay.</div><div>• Understanding how to write a 25 marker under timed conditions</div></div></div>																							
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Journey of knowledge: Unseen Poetry

How to approach a single unseen poem: reading with purpose.

- 1) Read the first poem through twice.
 - Read from punctuation mark to punctuation mark, not line by line.
- 2) Check if your opinion changes (alters) as you read the poem, or after you have read the poem.
- 3) Who is the voice of the poem?
 - Is the poet writing as themselves or as a different character (voice/persona)?
 - Who is the poem addressed to? How do we know?
 - What does the voice of poem want from the intended reader (audience)?
- 4) Read the title carefully – does it carry a deeper meaning?
 - Read the first two lines – can you see any links? Why?
 - Read the last two lines – can you see any links? Why?
- 5) What is the mood of the poem?
 - Which words tell you this?
 - How does the mood develop and/or change?
- 6) What are the key images in the poem?
 - How do these images relate to the steps above?
 - What is the effect of each image on the reader (audience)?
- 7) How does the structure relate to/reinforce the ideas in the poem?
 - What does the poem focus on at the beginning, in the middle and at the end?
 - How does the voice/key ideas develop from beginning to the end?

Reading is Power

- Variety of unseen poems

Exam Link

English Literature
Paper 2
Section C
15 mark – 1 poem
25 mark – 2 poems

How to approach comparing two unseen poems: reading with purpose

Reading and comparing:

- 1) How is the voice of the second poem similar to or different from the voice in the first poem?
- 2) Read each title carefully – what are the similarities or differences between the two poem titles?
- 3) Is the mood of the second poem similar to or different from the mood in the first poem?
- 4) How do the key images in the second poem similar to or different from the images in the first poem?
- 5) How is the structure similar to or different from the structure of the first poem?
- 6) How do the poems affect your thoughts and feelings as a reader?
- 7) Are your thoughts and feelings different or similar?

Disciplinary knowledge

- Understanding how to plan a response to a single poem essay
- Understanding how to write a 15 marker under timed conditions.
- Understanding how to plan a response to a comparative poem essay.
- Understanding how to write a 25 marker under timed conditions

Assessment Objectives

AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression
AO2: Analyse information

Core Knowledge

1. Can I use my inference and analysis skills to annotate a poem independently?
2. Can I use the same skills to respond to a single poem in an essay format?
3. Can I give personal response to the single poem?
4. Can I then compare the single poem to the second poem?
5. How to effectively compare the two poems through language analysis, inference skills and following VMIST?
6. How to analyse structure of a poem?
7. How to compare the structure of poems?
8. How to use the appropriate method to focus my response to both single and comparative questions?
9. How to analyse figurative, poetic and descriptive techniques successfully?
10. Can I give a personal response to both poems and compare my response?

Keyword	Definition
Voice	Perspective
Mood	A temporary state of mind or feeling.
Imagery	Visual symbolism, or figurative language that evokes a mental image or other kinds of sense impressions
Structure	The arrangement of a poem – stanzas.
Title	Title of the poem
Comparison	A consideration or estimate of the similarities or dissimilarities between two things
Personal	How the poem affects you individually.
Analysis	Detailed examination of the elements or structure of something
Inference	An educated guess.
Annotation	A note by way of explanation or comment added to a text or diagram
Metaphor	A thing regarded as representative or symbolic of something else
Simile	Using like or as to compare one thing to another

Journey of knowledge: Language Paper 1 – Section A

Paper 1: Section A Tips and Tricks

Box the lines

Question 1: 5 marker

List 6 things – then you have a back up in case you get one wrong.

Question 2: 5 marker

Lit approach. Analyse quotes in depth, make inferences.

Question 3: 10 marker

Verb method

Question 4: 10 marker

Verb method

Identify key words e.g “thoughts” and “feelings” . Make sure you choose quotes that respond to the keywords specifically.

Question 5: 10 marker

Evaluate – don’t have to use the word “agree” at all.

Core Knowledge

1. Can I follow the right instructions?
2. Can I highlight the keywords of a question and respond to those?
3. How to skim and scan read for key information?
4. How to close read texts for information?
5. How to analyse language ?
6. How to synthesise information?
7. How to use the verb method effectively?
8. How to consistently link your responses directly to the question?
9. How to use inference skills?
10. How to include personal responses?

Disciplinary knowledge

- Understanding how to respond to 10 mark questions
- Understanding how to track a text
- Understanding how to evaluate
- Understanding how to manage time effectively
- Understanding how to skim, scan and close read effectively
- Understanding how to use skills of inference and analysis to respond to questions

<u>Keyword</u>	<u>Definition</u>
Evaluate	Form an idea of the amount, number, or value of assess
Verb	A doing word.
List	A simple series of words
Analyse	Reading carefully to find out what the author is trying to say

Reading is Power

- 19th century texts
- 21st century texts
- Non fiction texts
- Newspaper articles

Exam Link

English Language
Paper 1
Section A
Reading

Assessment Objectives

AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression
AO2: Analyse information
AO4. logical and consistent exploration of connections across literary texts arising out of comparative study

Journey of knowledge: Language Paper 1 – Section B

40 mark Narrative writing

Structure:

Follow Freytag’s pyramid.
Make the climax clear/obvious.
Keep the timeline short – shouldn’t be over a period of days but a period of hours/minutes.
Paragraphing

Language:

Use descriptive language where you can – settings, character, 5 senses.

Sentences:

Vary sentence types – ly openings, ed openings, the more/the more, first word/last word, one word sentences.
Try to ensure your not using the same word/letter to start every sentence.

Punctuation:

Vary punctuation
Use it accurately.
Remember full stops.

Plot:

Realistic
Don’t over complicate it
Focus it on title you’ve chosen

Core Knowledge

1. Can I follow the structure of Freytag’s pyramid to complete a story?
2. Can I vary sentence structures for effect?
3. Can I vary punctuation for effect?
4. Can I create a clear climax and resolution?
5. How to construct a narrative based on a title?
6. How to have clear and effective communication and organisation?
7. How to use ambitious vocabulary effectively?
8. Can I use figurative language techniques to enhance my plot?
9. Can I use dialogue accurately?
10. Can I vary paragraphs for effect?
11. How to use description to enhance narrative writing?

<u>Disciplinary knowledge</u>
<ul style="list-style-type: none">• Understanding how to follow Freytag’s pyramid• Understanding how to use variation of sentences, punctuation and techniques for effect.

<u>Keyword</u>	<u>Definition</u>
Freytag’s pyramid	Plot structure
Climax	Height of the story/problem
Punctuation	The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning
Anadiplosis	Repetition of a prominent and usually the last word in one phrase or clause at the beginning of the next
Adverb	Word describing a verb
Realistic	Having or showing a sensible and practical idea of what can be achieved or expected
Tension	The sense that something ominous is right around the corner.
Resolution	The conclusion of the story by the resolving of conflicts between characters.

<u>Reading is Power</u>	<u>Exam Link</u>	<u>Assessment Objectives</u>
<ul style="list-style-type: none">• Short story examples• WAGOLs• Past paper examples	English Language Paper 1 Section B Narrative	AO5 Communication and organisation AO6 Vocabulary, sentence structure, spelling and punctuation

Journey of knowledge: Language Paper 2 – Section A

Paper 2: Section A
Tips and Tricks

For each and every question:

- Read the question twice
- Highlight the keywords
- Scan the text with question (keywords) in mind
- Highlight supporting evidence from text baring in mind keywords

Make sure you are reading the RIGHT text

Question 1: a, b, c – 1 mark each

Be as specific/precise as possible in units/measurements/times.
Write one answer for each a, b and c – no need for full sentences

Question 2: 10 marker

Verb method. Identify key words.

Make sure you are reading the OTHER text

Question 3: 1 mark each

Be as specific as possible in units/measurements/times. DON'T write in full sentences. Just write answer alone.

Question 4: 10 marker

This is the ‘evaluation question’ but remember that all this means is that you give your opinions on the given statement with relevant supporting evidence.

BOTH TEXTS

Question 5: 4 mark

Consider both texts. Include quotes from both texts.
You will need 4 pieces of relevant and clear information in order to gain full marks on this question. This could be 2 bits of evidence from both texts or one piece of evidence from one text and three from the other text. If you use evidence from only one text, you won’t be able to move to Band 2.

Question 6: 10 marker

Use the bullet points in question to help structure your response.
To access higher marks you will need to look at ‘how’ as well as ‘what’.
Be specific with comparisons
Consider authorial method

Core Knowledge

1. Can I skim, scan and close read a text?
2. Can I respond to a 5 mark question in timed conditions?
3. Can I respond to a 10 mark question under timed conditions?
4. Can I compare the similarities and differences between two texts?
5. Can I effectively synthesise information?

Disciplinary knowledge

- Understanding how to respond to 10 mark questions
- Understanding how to track a text
- Understanding how to evaluate
- Understanding how to manage time effectively
- Understanding how to skim, scan and close read effectively
- Understanding how to use skills of inference and analysis to respond to questions
- Understand how to compare information

Keyword	Definition
Compare	Act of evaluating two or more things by determining the relevant, comparable characteristics of each thing, and then determining which characteristics of each are similar to the other, which are different, and to what degree.
Evaluate	To assess
Analyse	Examine (something) methodically and in detail, typically in order to explain and interpret it.
Skim read	Read rapidly to get a general overview of the text
Scan read	Read rapidly to find specific information
Contrast	Difference between two things
Similarities	Sameness or likeness between things.
Authorial method	Authors intentions
Close read	Read slowly and carefully observing facts and deeper detail.

Reading is Power

- 19th and 21st century non-fiction texts
- Articles

Exam Link

Language paper 2
section A
Reading

Assessment Objectives

AO1, AO2, AO3, AO4

Journey of knowledge: Language Paper 2 – Section B

Paper 2: Section B

Suggested time for answering: 60 minutes (30 minutes per task)

Marks available: 40 marks (20 marks per task)

Marks available [40 marks]

1. In Section B, think carefully about the audience and purpose for each of the tasks.
2. Plan your writing before starting your writing responses and make sure your information is sequenced appropriately.
3. Ensure you leave enough time at the end of the exam to proofread your writing responses.
4. Answer all the questions in the paper to maximise your chances.

For both tasks:

12 marks are awarded for communication and organisation

8 marks are awarded for vocabulary, sentence structure, spelling and punctuation.

- Read task carefully.
- Highlight keywords
- P.A.F.T
- Make a plan – 3 main ideas with 3 mini ideas
- Write out list of rhetorical methods and punctuation you want to include in each idea
- Focus on the audience and purpose
- Make sure your writing in the appropriate tone based on the audience/purpose
- Vary sentence types
- Vary punctuation
- Proof read each paragraph before you start the next one

Top tips:

- Development of ideas/opinions should be at the heart of your writing.
- Paragraphing is important to establish an idea (through the topic sentence) which is then developed through that paragraph e.g. with anecdotes, examples, evidence, suggestions. One approach is to have three main ideas/opinions forming the basis of three main body paragraphs.
- The order of your writing is important so take time to plan.

Core Knowledge

1. Can I use P.A.F.T to effectively plan a response to a transactional writing piece?
2. Do I know what I need to include for a letter and an article?
3. Do I understand how to change the tone of my writing based on the audience?
4. Can I use the three pillars of persuasion and rhetorical methods effectively to persuade?

Disciplinary knowledge

- Understanding how to write persuasively
- Understanding how to structure different transactional texts
- Understanding how to use rhetorical methods and the three pillars of persuasion effectively

Keyword	Definition
Transactional	
Rhetoric	Art of persuasion
Maxim	A statement.
Tricolon	A series of three parallel words, phrases or clauses.
Imperative	a command to the audience
Ethos	Credibility
Logos	Reason
Pathos	Emotion
Hypophora	Asking a question and then giving an immediate answer
Direct address	Addressing the audience through the use of pronouns
Anecdote	A short, amusing or interesting story about a real incident or person. It can also involve a quotation.
Antithesis	Provide two opposite views in one sentence, separated by a semi-colon

Reading is Power

- Articles
- Reviews
- Letters
- Eduqas exemplars

Exam Link

Language paper 2
Section B

Assessment Objectives

AO5 - Communication and Organisation
AO6 - Vocabulary, sentence structure, spelling and punctuation

A Christmas Carol - Timeline



Stave 1

- **Marley** was dead...
- Scrooge as misanthropic outsider
- **Cratchit's** 'dismal cell' of an office described
- **Scrooge** rejects debt collectors: 'decrease the surplus population'
- Scrooge turns away his nephew **Fred**
- **Marley's ghost**: 'mankind was my business'



Stave 2

- Spirit of **Christmas Past**-transcendent description
- Visits his school- 'solitary,' 'neglected by his friends'
- Visits **Fezziwig**- 'happiness he gives is quite as great as if it cost a fortune'
- **Belle** leaves him: 'the master-passion, gain, engrosses you'
- Sees Belle with her family: 'these were shadows of the things that have been,'
- said the Ghost. "That they are what they are, do not blame me!"



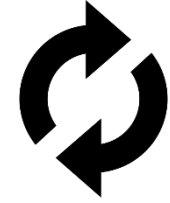
Stave 3

- Jocular spirit of **Christmas Present**
- 'Scabbard but no sword was in it'
- Beautiful, plentiful Christmas scene
- Visits **Fred** playing parlour games
- Visits **Cratchits**: 'There never was such a goose. Bob said he didn't believe there ever was such a goose cooked'
- **Tiny Tim**: 'will he live?' 'Decrease the surplus population'
- **Ignorance and Want**: 'but most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased.'



Stave 4

- Malevolent spirit of **Christmas Yet to Come**
- 'Phantom moved slowly'
- **Old Joe, Mrs Dilber**
- **Tiny Tim** is dead: 'The noisy little Cratchits were as still as statues in one corner'
- **Scrooge** is dead- his fate is bound with Tiny Tim in a way he could never have imagined (wider symbolism)



Stave 5

- Redemption and rebirth
- Visits his nephew **Fred**-celebrates Christmas
- '**God bless us everyone**'
- 'and to Tiny Tim, who did NOT die, he was a second father.'
- 'it was always said of him, that he knew how to keep Christmas well'

Journey of knowledge: A Christmas Carol written by Charles Dickens	
Keyword	Definition
Avaricious	Having or showing an extreme greed for wealth or material gain
Philanthropic	(of a person or organization) seeking to promote the welfare of others; generous and benevolent.
Misanthropic	Having or showing a dislike of other people; unsociable
Redemption	The action of saving or being saved from sin, error, or evil.
Harbinger	Warning
Metamorphosis	Process of transformation.
Isolated	Far away from other places, buildings, or people; remote
Miserly	Stingy with their money and not likely to be generous
Antithesis	Opposite
Social responsibility	The concept of individuals and businesses taking the responsibility to act in the best interest of their society and environment while working for their betterment or profit
Allegory	Symbolic fictional narrative that conveys a secondary meaning (or meanings) not explicitly set forth in the literal narrative.
Altruistic	Selfless
Parsimonious	Unwilling to spend money.
Munificent	Characterised by or displaying great generosity
Beneficent	A result of someone generous or doing good
Malevolent	Having or showing a wish to do evil to others
Benevolent	Well meaning and kindly

Reading is Power	Exam Link	Assessment Objectives
<ul style="list-style-type: none"> 19th century text Context Academic reading British library articles Texts by Dickens Critiques 	English Literature Paper 2 Section B – 40 mark essay	AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse information AO3: Understanding context

Core Knowledge
<ol style="list-style-type: none"> Who is Scrooge? Who are each of the characters? How does Dickens use language to present Scrooge? What is the significance of each character? What is the plot of the novella? What was happening at the time the novella was written? How much does context influence the novella? What is the purpose of each ghost? What is the key imagery within the novella? What is Dickens trying to teach his readers? What are the key themes of the novella and how are they presented? What is the journey of redemption? How does Scrooge complete the Hero’s Journey?
Disciplinary knowledge
<ul style="list-style-type: none"> Understanding how Victorian society, Christian values and Dickens own life influenced the messages of the novella using this context to support analysis Analysing language for deeper meaning Constructing an essay response; how to plan/approach, how to use extracts efficiently. Thesis statement for 40 mark essay What/How/Why paragraphs Zooming in on a word for deeper meaning Developing coherency and fluence in writing

Characters	Themes	Context
Ebenezer Scrooge Bob Cratchit Tiny Tim Belle Fan Fezziwig Marley Ghost of Christmas Past Ghost of Christmas Present Ghost of Christmas Future Mrs Cratchit Fred	<ul style="list-style-type: none"> Christianity Charity Redemption Guilt Sin Isolation Family Christmas Poverty Class Social responsibility Supernatural 	<ul style="list-style-type: none"> Dickens childhood – how did it effect/influence him? Victorian society – ideal Victorian family, views on punishment. Industrial revolution – overcrowding, disease Religion – Christian values Malthus Poverty Poor Law

Journey of knowledge: Anthology Poetry – Contemporary				
Poem	Poet	Context	Themes	Key quotations
I Shall Return	Claude McKay	Written during the Harlem Renaissance. Expresses longing for home and peace, away from societal struggle.	Home and belonging/Nature as a healing force/Identity and exile	“I shall return again; I shall return” “To drink the deep-throated laughter of the rain” “The dusk of the evening, when the world is still”
Decomposition	Zulfikar Ghose	Zulfikar Ghose was born in India and later moved to Pakistan, then to England. The poem reflects on poverty and challenges romanticised views in traditional poetry. It was inspired by a photo of a dead beggar in Bombay	Poverty and suffering Reality vs idealism Death and decay	"The sight inspired some pity in the man" "The stomach stretched taut, a skin of ice" "The degradation of a man’s body was not truly revealed"
Catrin	Gillian Clarke	Gillian Clarke is a Welsh poet reflecting on her relationship with her daughter. The poem explores the tensions between mother and child over time.	Parent-child relationships Identity and independence Love and conflict	"I can remember you, child" "our first fierce confrontation" "Still I am fighting / you off"
Dusting the Phone	Jackie Kay	Jackie Kay is a Scottish poet often exploring identity, relationships, and emotions. This poem captures the anxious wait for a call from a lover, with growing uncertainty and emotional instability.	Obsession and longing Uncertainty in love Emotional vulnerability	I am spending my time imagining the worst that could happen“ "I assault the postman for a letter“ "I breathe. Wait. Feel stupid. Feel hurt."
Origin Story	Eve L Ewing	Eve L. Ewing is an American poet, sociologist, and educator. This poem reimagines love as a superhero-style origin story, blending fantasy with emotion.	Love and transformation Identity and self-discovery The power of emotion	It started the way most things do: with a mistake.“ "We learned the hard way how to fly“ "Now we look at each other and see what we are made of"
Blackberry Picking	Seamus Heaney	Heaney’s poem recalls childhood joy and the disappointment when ripe blackberries spoil.	Childhood and memory/Desire and loss/Nature’s cycle	1. At first, just one, a glossy purple clot” 2. “Each year I hoped they'd keep, knew they would not” 3. “But when the bath was filled we found a fur, / A rat-grey fungus, glutting on our cache.”

Reading is Power	Exam Link	Assessment Objectives
<ul style="list-style-type: none"> War poems Contextual information about each poet Propaganda materials Specific information regarding the influences/inspirations for the poem 	English Literature Paper 1 Section B 15 mark – 1 poem 25 mark – 2 poems	AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse information AO3: Understanding context

Core Knowledge
1. Who wrote each poem? 2. What is the context for each poet/poem? 3. How to analyse the language of each poem? 4. How to write a single poetry analysis response? 5. How to write a comparative poetry analysis response? 6. How to use context to support analysis? 7. What are the key quotes for each poem? 8. What are the key themes of each poem? 9. How to compare and contrast the poems with each other based on key themes? 10. How to complete a 15 mark single poem analysis? 11. How to complete a 25 marker comparative poetry response? 12. How to write a thesis statement for a single poem analysis? 13. How to write a thesis statement for a dual poem analysis? 14. What are the steps to analysing poetry?
Disciplinary knowledge
<ul style="list-style-type: none"> Understanding how to plan a response to a single poem essay Understanding how to write a 15 marker under timed conditions. Understanding how to plan a response to a comparative poem essay. Understanding how to write a 25 marker under timed conditions

Keyword	Definition
Dehumanisation	The process of depriving a person or group of positive human qualities.
Realism	A literary style that aims to represent subjects truthfully and accurately.
Conflict	A struggle or clash between opposing ideas, desires, or characters.
Identity	The qualities, beliefs, or characteristics that define a person or group.
Obsession	An intense and often unhealthy preoccupation with someone or something.
Anxiety	A feeling of worry or unease, often about something with an uncertain outcome.
Transformation	A dramatic change in form, appearance, or character.
Mythology	A collection of traditional stories or legends, often involving supernatural elements.
Nostalgia	A sentimental longing for the past, often for a time or place associated with personal meaning.
Exile	The state of being barred from one’s native country, often for political or social reasons.

Journey of knowledge: Anthology Poetry – War				
Poem	Poet	Context	Themes	Key quotations
Disabled	Wilfred Owen	Written during WWI by Owen who experienced the horror of trench warfare. Owen explores the treatment of disabled veterans and the brutal cost of war	War and its consequences/Loss and trauma/Futility of war/Isolation	“Legless, sewn short at elbow” “Why don’t they come and put him to bed?” “Smiling they wrote his lie: aged nineteen years”
Drummer Hodge	Thomas Hardy	Written during the Second Boer War (1899–1902) and reflects on the death of a young British soldier buried far from home, highlighting the isolation and sacrifice of war.	War and sacrificelsolation and lonelinessPatriotism and dutyDeath and memoryConnection to place	“His homely Northern breast was touched / For honour’s sake.” “Yet portion of that unknown plain / Will Hodge for ever be.”
Remains	Simon Armitage	Based on interviews with soldiers from the Iraq War. From the collection The Not Dead	Psychological effects of war/Memory and guilt/Dehumanisation	“His bloody life in my bloody hands” “I see every round as it rips through his life” “End of story, except not really”
War Photograp her	Carol Ann Duffy	Inspired by the experiences of real war photographers. Explores the ethics of observing and recording suffering.	War and memory/Media responsibility/Emotional detachment vs trauma	“A hundred agonies in black and white” “The reader’s eyeballs prick / with tears between the bath and pre-lunch beers” “He stares impassively at where / he earns his living and they do not care”
Kamikaze	Beatrice Garland	Based on the Japanese kamikaze pilots of WWII. Explores family, duty, and shame	Duty and honour/Choice and regret/Nature vs manmade conflict	“A tuna, the dark prince, muscular, dangerous” “he must have wondered / which had been the better way to die” “Only we children still chattered and laughed”

Reading is Power	Exam Link	Assessment Objectives
<ul style="list-style-type: none"> War poems Contextual information about each poet Propaganda materials Specific information regarding the influences/inspirations for the poem 	English Literature Paper 1 Section B 15 mark – 1 poem 25 mark – 2 poems	AO1: Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse information AO3: Understanding context

Core Knowledge	
1. Who wrote each poem? 2. What is the context for each poet/poem? 3. How to analyse the language of each poem? 4. How to write a single poetry analysis response? 5. How to write a comparative poetry analysis response? 6. How to use context to support analysis? 7. What are the key quotes for each poem? 8. What are the key themes of each poem? 9. How to compare and contrast the poems with each other based on key themes? 10. How to complete a 15 mark single poem analysis? 11. How to complete a 25 marker comparative poetry response? 12. How to write a thesis statement for a single poem analysis? 13. How to write a thesis statement for a dual poem analysis? 14. What are the steps to analysing poetry?	
Disciplinary knowledge	
<ul style="list-style-type: none"> Understanding how to plan a response to a single poem essay Understanding how to write a 15 marker under timed conditions. Understanding how to plan a response to a comparative poem essay. Understanding how to write a 25 marker under timed conditions 	
Keyword	Definition
Conflict	A struggle or clash, often central to war poetry, whether physical, emotional, or moral.
Trauma	Deep emotional or psychological damage resulting from distressing experiences like war.
Memory	The act of recalling past experiences; often shown as fragmented or painful in war poetry.
Guilt	A feeling of responsibility or remorse for an offence or wrong, frequently felt by soldiers.
Isolation	A state of being separated or alone, often experienced by war veterans or exiles.
Patriotism	Strong support for one’s country, sometimes questioned or challenged in war poetry.
Duty	A moral or legal obligation; the sense of responsibility felt by soldiers or citizens.
Sacrifice	The act of giving up something valuable, often one’s life, for a greater cause.